



Investigation and Analysis of Medical Students' Satisfaction with Public Physical Education Class -- Taking Xi'an Medical University as an Example

Fan Yiting¹ and Pattarapon Maharkan²

Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand

¹E-mail: 361984394qq.com, ORCID ID: <https://orcid.org/0009-0009-2098-1882>

²E-mail: paulsport@gmail.com, ORCID ID: <https://orcid.org/0009-0003-5761-7036>

Received 05/10/2023

Revised 23/10/2023

Accepted 25/10/2023

Abstract

Background and Aim: College physical education is the most important stage of school physical education and the most critical stage for students to develop lifelong sports habits. As an important evaluation index of physical education quality in colleges and universities, the study of students' satisfaction can provide a practical basis for improving physical education. As a group of future doctors, medical students' health status directly affects their careers. To understand the medical students' satisfaction with physical education courses, cultivate their interest in sports, and improve their sports skills, so as to promote the physical and mental development of medical students. Therefore, to promote the health of medical students, this study started from the satisfaction of physical education curriculum to conduct a status study.

Materials and Methods: This research adopts the methods of literature review, expert interview, questionnaire survey, and mathematical statistics, takes "course satisfaction" as the research background, and takes college students of Xi'an Medical University as the survey object, to design a physical education class satisfaction scale for college students of Xi'an Medical University. For medical students, physical education content, physical education class hours, Level of teaching, Teaching methods, Effect of explanation, coaching skills, Solving a problem, and Strict Understanding of the current situation of physical education in medical colleges and universities.

Results: The survey found that 90.8% of medical students like physical education classes, 9.2% of medical students do not like physical education classes, and there is no significant difference between different genders and different grades. 69.7% of the medical students were satisfied with the physical education content and class hour arrangement, and there were significant differences in the satisfaction of different genders of medical students with the content and class hour arrangement of physical education, male students were more satisfied with the content of physical education than female students, but there was no significant difference among different grades. Medical students' satisfaction with the teaching, teaching effect, and teaching support of physical education teachers was higher, reaching more than 60%. The score of medical students' satisfaction with the value of physical education for health promotion was more than 4 points. There was a certain degree of gender difference in the specific content, and the score of male students was higher than that of female students.

Conclusion: Different genders and different grades of students' satisfaction with physical education classes showed a certain degree of difference. From the results, the satisfaction of male students was higher than that of female students, but the overall satisfaction of medical students with physical education classes showed a relatively satisfactory consistency. The survey found that the most dissatisfied aspects of the students were the teaching support, the lack of physical education teaching venues in the school, the large number of students in class, and the insufficient range of physical activities per capita, which could not allow students to truly integrate into the physical education class.

Keywords: Medical Schools; Physical Education Curriculum; Degree of Satisfaction



Introduction

The most important task of physical education class is to cultivate students' interest in sports and make them develop the habit of exercise (Li, 2018). With the development of society and the trend of The Times, leisure sports are gradually rising, and the interest of college students in pursuing lifelong leisure sports is strengthened. With the transformation of college physical education, students have more independent choices in the learning stage. (Ji, 2022) Physical education is no longer a password and an action, but has a diversified development, taking students' needs and interests as the main body and lifelong sports as the ultimate goal of cultivating students. Students are the main body of learning, and satisfaction is an important evaluation index of college physical education teaching quality. (Huang, 2022). To study students' satisfaction, understand students' learning attitudes and tendency toward physical education, and reflect on the current situation of physical education in colleges and universities, to improve the teaching quality and school level of public physical education in colleges and universities (Xu, 2019; Liang, 2017). As China put forward the "Opinions on Strengthening School Physical Education to Promote the All-round Development of Students' Physical and Mental Health", colleges and universities continue to strengthen the teaching reform of physical education, but there are still problems such as the poor environment of physical education venues, single teaching form of physical education, low enthusiasm of students, and unequal distribution of physical education choices. Therefore, through the investigation of medical students' satisfaction with physical education class, the main factors affecting medical students' satisfaction were understood, and the measures to improve the physical education class were put forward the medical students' satisfaction with physical education class. (Yu, 2017; Hu, 2011)

With the continuous improvement of educational concepts, schools are also constantly improving physical education classes to provide students with a better class experience. The most important thing in the improvement process is to clarify the needs of students. This is similar to customer satisfaction at the service level, and the research on customer satisfaction is relatively early, and there is a mature evaluation system. Therefore, student satisfaction is a new concept proposed by customer satisfaction, which is specially used by the education industry to measure evaluate, and propose high-quality educational services to meet the learning needs of students (Jiang, 2020).

The introduction of student satisfaction in universities can better understand the physical and mental development of students and the situation of education. Understanding students' learning satisfaction can guide students' personal development in the future. Students are the main body of learning, and satisfaction is an important evaluation index of teaching quality in colleges and universities. The teaching of physical education is usually carried out in an open environment. Compared with other subjects, there are many influencing factors for students to learn, mainly including teaching environment, management, teachers, and students. To improve the teaching quality of physical education, it is necessary to understand and evaluate students' satisfaction. Therefore, student satisfaction plays an important role in the development of education and the promotion of teaching vitality in colleges and universities.

The concept of customer satisfaction refers to the psychological state of customers after their own needs are met, and it is the judgment of customers on the degree to which products and services meet their needs. (Cai, 2021). Student satisfaction comes from customer satisfaction, but because the service of colleges and universities is "educational" and customer satisfaction is completely "commercial", student satisfaction cannot be completely equal to customer satisfaction. Moreover,





colleges and universities have their own operation mode and education form, so there is not only one concept of student satisfaction. According to the service quality gap analysis model of PZB, there are five service quality gaps in the process of service provided by colleges and universities to students, namely, the awareness gap, the standard gap, the service performance gap, the transmission gap, and the expectation and perception gap (Zhang, 2023). Among them, is the gap between the service expected by students and the perceived service, that is, the service quality perceived by students. Therefore, the concept of student satisfaction is summarized and concluded that the concept of student satisfaction mainly refers to the expected service of physical education class and the psychological feeling of the perceived service of college physical education class. When the physical education class service that students expect is higher than that provided by colleges and universities, it means that students' satisfaction is not high; otherwise, it means that the physical education class of colleges and universities can meet the physical education needs of students.

In conclusion, understanding medical students' satisfaction with the physical education curriculum in medical colleges and universities has a positive role in discovering the problems in the physical education curriculum in medical colleges and universities, promoting the reform of physical education in medical colleges, and strengthening the physical health of medical students.

Objectives

The purpose of the study is to improve the teaching quality of physical education in colleges and universities. Through the evaluation of students' satisfaction with courses, students' satisfaction plays an important role in the development of education and the promotion of teaching vitality in colleges and universities. To improve student satisfaction, it is necessary to systematically measure and evaluate student satisfaction.

Literature Review

Wang Lihong et al. pointed out that students' satisfaction with physical education is mainly affected by three aspects: first, students' learning expectations generated before physical education, that is, physical education needs; The second is the real feeling of learning and the feeling intensity is composed of the values that students have formed, the cognitive and emotional factors of things; Thirdly, the gap between students' expectation of physical education learning and the real feeling in the learning process affects the level of students' satisfaction (Wang, et al. 2010). Zhou Xiaohui divided students' satisfaction with university sports places into three aspects: infrastructure, service quality, and activity environment. It also pointed out that there was an urgent need to improve the infrastructure of indoor sports venues in colleges and universities (Zhou. 2012). By constructing a multi-group structural equation model, Xiong Huajun showed that teaching objectives, teaching process, teaching resources, teaching management, and teaching scholarship had different effects on different students (Xiong & Ma. 2013). This also means that different students have different satisfaction with the above.

Xu Bin pointed out that the overall learning satisfaction of students is high, which is easy to be affected by teachers' teaching methods, physical education infrastructure, teaching environment, and other factors (Xu. 2015). By studying students' physical education learning satisfaction, Qiu Feiyun et al. proposed that the four perception dimensions of teacher quality, curriculum setting, and teaching evaluation, physical education teaching assistance, and value recognition are the exogenous structural variables that affect students' satisfaction (Qiu, et al. 2015)

Physical education curriculum in medical colleges and universities is formulated and completed according to the national policy and follows the university syllabus. In the face of the diversity of society in the new era, the physical education curriculum should be comprehensive, but the reality is not. Given this problem, this study from the perspective of students' satisfaction with the physical education curriculum, actively explores the problems of medical college physical education curriculum, aiming at cultivating medical students with a strong physique. Therefore, to the needs of future employment, it is necessary to explore the teaching reform of the physical education curriculum in medical colleges according to the attitude of medical students toward the physical education curriculum.

Conceptual Framework

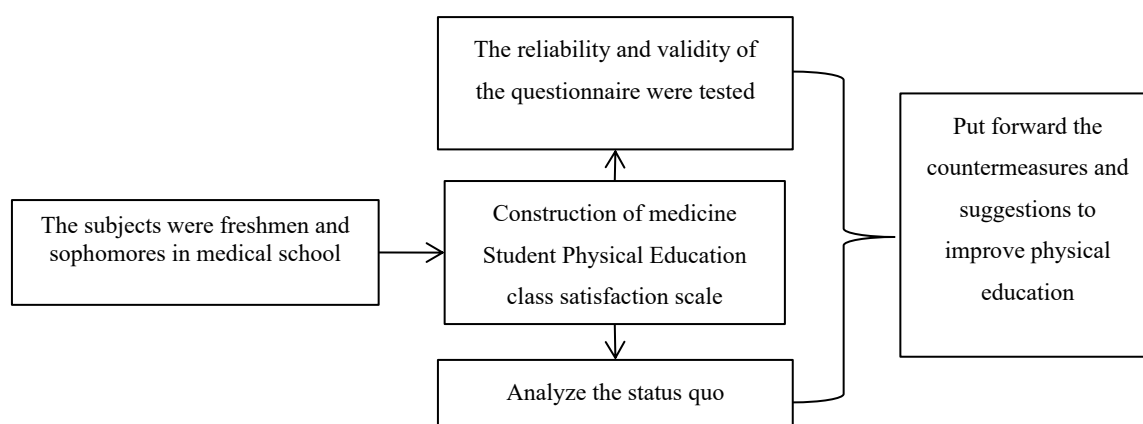


Figure 1 Conceptual Framework

Methodology

Respondents: Student satisfaction is an important index to evaluate the quality of physical education in colleges and universities. By studying student satisfaction, we can provide a practical basis for improving physical education. Taking freshmen and sophomore students of Xi'an Medical University as the object of investigation, the medical students' satisfaction scale of physical education classes was constructed to investigate the students' satisfaction with physical education classes in Xi'an Medical University, to understand the teaching situation of physical education, to find out the existing problems of physical education, to put forward the countermeasures and suggestions to improve the physical education, and to improve the students' physical education learning enthusiasm.

Questionnaire preparation and determination: This study followed the basic steps of questionnaire design and the principles of survey scale design. The first step is to clarify the purpose, direction, and scope of this study, and reasonably plan the structure of the scale. In the second step, the research team constructed the logical framework and overall framework of the scale questions based on the interview results and literature collation. In the third step, the research team formally wrote the questions and repeatedly revised the expression form of the questions to adjust the overall layout of the scale. Fourthly, experts in relevant fields were invited to review and revise this study. In the fifth step, the research team carried out the pre-survey and analyzed the questionnaires collected from the pre-survey. The questionnaire was revised according to the analysis results. In the sixth step, experts were invited again to review and finally determine the questionnaire scale of this study.

1. Questionnaire preparation process: (1) Literature collection and classification. Taking



the satisfaction of physical education classes in colleges and universities, and physical education classes in medical colleges and universities as keywords, the relevant literature over the years was retrieved in CNKI, VIP, Wanfang, Web of Science, and other databases, and the relevant literature was refined and classified. (2) Interviews and group discussions. Experts in the field of physical education and school physical education, university physical education teachers, and medical students were selected for interviews. (3) The design and dimension conception of the questionnaire: this study systematically analyzed the interview results based on literature collection and classification, and combined them with the development and dimension division of questionnaires related to physical education class satisfaction in domestic medical colleges, so as the questionnaire dimension in line with this study. (4) After the preliminary preparation of the questionnaire, after the first round of expert review and pre-survey, the reliability and validity of the recovered questionnaire were analyzed. After analysis, some items were revised for the second pre-survey. After the questionnaire was recovered, the questionnaire was analyzed and modified again, and the realistic questions of this study were regressed to finally determine the questionnaire.

2. Confirmation by questionnaire: In this study, the psychological measurement of the subjects was completed in the form of a questionnaire. According to the purpose and task of the research, the more suitable questionnaires in the related fields were consulted and used to form the questionnaire of "medical college students' Physical Education Class Satisfaction Survey". The questionnaire in this study consists of two parts: the first part, is basic personal information; The second part, is physical education curriculum satisfaction.

The second part consists of 18 questions, which are divided into two parts: basic part and learning satisfaction and influencing factors. Participants were asked to rate their level of agreement, and each statement was scored on a Likert scale from 1 to 5 indicating dissatisfied, not very satisfied, fair, mostly satisfied, and satisfied, respectively. The score was 1 for dissatisfaction, 2 for less satisfaction, 3 for average satisfaction, 4 for basic satisfaction, and 5 for satisfaction. In this paper, a total of 400 questionnaires were distributed and 385 were recovered, with a recovery rate of 96.2%. Among them, 379 valid questionnaires (94 males and 285 females) were collected, with an effective rate of 98.4%. Before participating in this study, participants were informed that they were recruited voluntarily, that their data were collected anonymously, and that they could withdraw from the study at any time.

Reliability and validity test of the questionnaire. The evaluation of the questionnaire included two aspects: reliability and validity. Reliability refers to the reliability and repeatability of the questionnaire results. The higher the reliability of the questionnaire, the more it is not affected by the environment such as time and place, and the test results are more stable. Validity refers to the accuracy of the questionnaire, which specifically refers to whether the questionnaire can truly detect the target to be measured.

Reliability test: The reliability of the Physical education class satisfaction questionnaire for medical students was tested by an internal consistency reliability test. The results showed that the reliability coefficient Alpha=0.977. A total of 33 items participated in the statistics, the consistency of the questionnaire data was high, and the internal structure reliability of the measurement items was good, which could meet the requirements of this study.

Validity test: Exploratory factor analysis was used to test the construct validity of the questionnaire. Before the exploratory factor analysis, Bartlett's Test of Sphericity and partial correlation matrix were used to test and judge the applicability of the questionnaire data. Bartlett's spherical test is used





to test whether the correlation coefficient between variables within a sample is different and greater than zero. When the test result is significant, it means that the correlation coefficient extraction factor can be used for factor analysis. The sampling appropriateness quantity (KMO) is the coefficient reflecting the partial correlation matrix, which is the ratio of all correlation coefficients related to the variable to the net correlation coefficient. The larger the KMO value, the more common factors among the variables, the more suitable for factor analysis. Generally, the larger the KMO value, the higher the suitability of the sample for factor analysis. When the KMO value is lower than 0.5, it is not suitable for factor analysis.

Table 1: Questionnaire overall KMO and Bartlett test

KMO	Bartlett's test of sphericity			Number of terms
	Approximate chi-square	Degree of freedom	Significance	
0.94	22427.74	528	0.00	33

The KOM value of the questionnaire was higher than 0.90, and Bartlett's spherical test presented an extremely significant level, indicating that factor analysis was very suitable for data testing in this study.

Mathematical Statistics: SPSS software was used to analyze the collected questionnaires, factor analysis, consistency test, and other methods were used to test the reliability and validity of the scale, to determine a more rigorous and reliable scheme.

Results

Status quo of Xi'an Medical University

According to the on-site investigation and interview of Xi'an Medical University, the venue facilities include 6 outdoor basketball courts, 10 badminton courts, 1 tennis court, 3 volleyball courts, 1 track and field, 1 gymnasium, 4 dance studios, 20 outdoor table tennis tables, and 1 physical health testing center. Faculty strength: 4 professors, 12 associate professors, 9 lecturers, 3 teaching assistants, teachers are responsible for 8 classes per week, a total of 16 class hours.

Demographic characteristics of the participants

Table 2: Summary of basic information

Demographic variables	Distribution of samples	Number of people
Gender	Male	94
	Female	285
Grade	Freshman Year	91
	Sophomore Year	288
	Nursing care category	81
Major	Clinical medicine	123
	Other	21
	Pharmaceutical sciences	49
	Medical Technology category	59
	Preventive medicine	46



In terms of gender distribution, male participants were smaller than female participants. In terms of grades, there are more sophomore students than freshman students, which is closely related to the ratio of males to females in medical colleges. Xi'an Medical College has 14,000 students, of which the ratio of male to female is about 3:7. Therefore, there were more female participants than male participants in this study.

Attitudes of medical students to physical education class

In this study, through the survey of medical students' likes and dislikes of physical education classes, it was found that 35 students did not like physical education classes, accounting for 9.2%. Through the interview of medical students who did not like physical education classes, it was found that most of these students did not like physical education classes because of three reasons, including being overweight, unable to participate in sports, poor physical coordination, etc. However, by assigning the value of like and dislike (dislike =1, like =2), it was found that there was no significant difference between different genders and different grades, indicating that the attitude of medical students to physical education class was like on the whole.

Table 3: Tests of differences in attitudes to PE classes by gender and grade

Variables of interest	Mean±SD	F	P
Male	1.96±0.21	16.73	0.02
Female	1.89±0.31		
Freshman year	1.91±0.28	0.11	0.86
Sophomore Year	1.90±0.29		

Medical students' satisfaction with the content and class hours of physical education

College physical education is the main part of college education, now the general college physical education teaching mainly adopts the optional teaching model, for the first-grade students set up a general physical education course, the focus is to teach students the theoretical knowledge of physical education and basic technology, skills, improve the physical quality of students, to lay the foundation for the later physical education optional course. The second-grade students adopt the sports option class model, the school offers a variety of sports classes, to improve students' interest in learning as the main purpose, students can choose according to their interests. The option-based teaching model conforms to the development law of contemporary students' physical quality and meets students' physical needs. The optional teaching model also has some shortcomings: because of the difference in course selection and basis, the learning content of the first and second grades is repetitive, the teaching content is not closely connected, and the students are tired, which leads to the unsatisfactory teaching effect.

Through the investigation of physical education content and class hours, it is found that % of the medical students were not satisfied with the content of physical education class, 26.9% of the medical students had a general attitude to the content of physical education class, 69.7% of the medical students were satisfied with the content of physical education class. Medical students' satisfaction with the PE class arrangement was consistent with the PE class content. Independent sample T-test showed that there were significant differences in the satisfaction of physical education content and class hour arrangement between different genders. Male students were more satisfied with the content of physical education than female students, but there was no significant difference between different grades.



Table 4: Differences in satisfaction with physical education content and class hours by gender and grade

Team	Variables of interest	Mean±SD	F	P
Physical Education content	Male	4.30±0.80	4.18	0.02*
	Female	3.98±1.01		
	Freshman Year	4.00±1.04	1.68	0.51
	Sophomore Year	4.08±0.94		
Physical education class	Male	4.33±0.95	0.23	0.00**
	Female	3.93±0.91		
	Freshman Year	3.98±0.93	0.2	0.57
	Sophomore Year	4.00±0.94		

Medical students' satisfaction with physical education teachers' teaching, teaching effect, and teaching support

The survey data showed that medical students were highly satisfied with the teaching, teaching effect, and teaching support of physical education teachers, all of which reached more than 60%. Among them, the proportion of unsatisfied with the teaching and teaching effect of physical education teachers was very small, but there was a small amount of unsatisfied with the teaching support, which indicated that there were some problems in teaching venues and equipment in Xi'an Medical University. The specific satisfaction is shown in Tables 5, 6, and 7.

Table 5: Medical students' satisfaction with PE teachers' teaching

Physical education teacher teaching	Dissatisfaction	Not quite satisfied	Ordinary	Be basically satisfied	Satisfaction
Level of teaching	-	-	22.4%	14.8%	62.8%
Teaching methods	-	0.3%	22.2%	16.4%	61.2%
Effect of explanation	-	0.5%	20.8%	17.2%	61.5%
Coaching skills	-	0.8%	21.1%	11.6%	66.5%
Solve a problem	0.3%	0.3%	20.8%	14%	64.6%
Strict requirements	0.8%	0.3%	22.7%	16.1%	60.2%

Table 6: Satisfaction of medical students with the teaching effect

Effect of teaching	Not quite satisfied	Ordinary	Be basically satisfied	Satisfaction
Develop exercise habits	0.3%	23.5%	16.4%	59.9%
Master motor skills	0.3%	26.4%	14%	59.4%
Enhance interest in sports	0.3%	22.4%	16.9%	60.4%
Exercise the quality of will		23.5%	15%	61.5%
Cultivate teamwork	0.3%	21.6%	16.4%	61.7%



Effect of teaching	Not quite satisfied	Ordinary	Be basically satisfied	Satisfaction
Strengthen your body	0.3%	25.3%	13.5%	60.9%

Table 7: Medical students' satisfaction with teaching support

Support for teaching	Dissatisfaction	Not quite satisfied	Ordinary	Be basically satisfied	Satisfaction
Teaching venue	2.1%	11.9%	18.7%	25.1%	42.2%
Sports equipment	2.1%	5.5%	27.2%	19%	46.2%
Number of physical education teachers	1.3%	0.5%	23.2%	20.1%	54.9%
Professional quality of PE teachers		1.1%	21.6%	17.7%	59.6%

The differences in physical education classes on health promotion among medical students of different genders and grades

Physical education classes can improve motor skills, enrich sports knowledge, improve physical fitness, promote mental health, and enhance emotion. This study investigated the satisfaction of health promotion in physical education classes among medical students. The results showed that the overall score of medical students was above 4 points, indicating that medical students were very satisfied with the health promotion in physical education class. However, there were some differences in the satisfaction of male and female students, and there were significant differences in improving sports skills, enriching sports knowledge, improving physical fitness, and promoting mental health. The score of male students was significantly higher than that of female students.

Table 8: Medical students' satisfaction with health promotion in physical education classes

Team	Gender	Mean±SD	F	P	Grade	Mean±SD	F	P
Improve motor skills	Male	4.60±0.70	14.94	0.00**	Freshman	4.18±0.93	1.94	0.16
	Female	4.19±0.93			Sophomore	4.33±0.88		
Enrich sports knowledge	Male	4.47±0.82	4.67	0.03*	Freshman	4.24±0.88	0.55	0.45
	Female	4.25±0.87			Sophomore	4.32±0.86		
Improve physical fitness	Male	4.55±0.77	9.57	0.00**	Freshman	4.27±0.89	0.20	0.65
	Female	4.23±0.90			Sophomore	4.32±0.88		
Promoting mental health	Male	4.55±0.71	8.25	0.00**	Freshman	4.33±0.85	0.01	0.91
	Female	4.27±0.87			Sophomore	4.34±0.84		
Enhance your feelings	Male	4.40±0.93	1.63	0.20	Freshman	4.34±0.85	0.21	0.64
	Female	4.27±0.86			Sophomore	4.29±0.89		



Discussion

College physical education class is organized and planned to teach students sports knowledge, sports technology, and skills, improve students' physical and mental health, cultivate students' sports morality and consciousness quality, and improve students' sports literacy. Therefore, whether college physical education can meet the students' physical and mental development and skill level is one of the important indicators to evaluate the quality of college physical education. Through the evaluation of students' satisfaction with physical education classes as the feedback on teaching quality, we can effectively find the shortcomings in the teaching of physical education classes, and it has great practical significance to improve the teaching quality of school physical education classes and promote the development of students.

Physical education class selection reflects students' cognitive level and subjective feelings of physical education class before learning it. Students evaluate the internal and external environment before engaging in PE teaching. Then produce certain expectations, to form the subjective feelings of students to the physical education class, that is, students' expectations. Student expectations were compared with their perceived teaching quality in physical education classes. The larger the gap between them, the more deviated from the students' expectations, reflecting the lower the students' satisfaction; the smaller the gap, the higher the students' satisfaction. Through the survey and analysis of the satisfaction of the physical education class of medical students at Xi'an Medical University, it was found that the medical students were satisfied with the physical education class as a whole, and they were more satisfied with the teaching of physical education teachers, teaching effect, improving ideological understanding, and health promotion. However, some students were not satisfied with the teaching content, class arrangement, sports venues, sports equipment, and physical fitness promotion. As shown in the table:

Table 9: Problems existing in the physical education curriculum of Xi'an Medical University

Team	Not satisfied	In general	Reflect on the problem
Physical Education content	11.4%	27.1%	Physical education curriculum content is single
Physical education class hours	7.7%	31.1%	Physical education is not enough
Physical education teaching space is sufficient	14.0%	18.7%	The teaching facilities are old and the sports fields are insufficient
Adequate sports equipment	13.2%	27.2%	
Improvement in body weight	20.3%	27.7%	
Improvement in vital capacity	19.8%	28.0%	
Improvement in strength	23.7%	26.6%	Physical education classes are too small to contribute to physical fitness
Improvement in sensitivity	14.5%	28.7%	
Improvement in flexibility	20.1%	27.9%	
Improvement in flexibility	23.2%	23.0%	

Based on the satisfaction survey, this study conducted offline interviews with some students and physical education teachers. The results showed that the school's physical education curriculum was taught according to a fixed syllabus, the teaching content and class hours were planned, and the teaching plan changed very little every year. Although students are given some free choice rights, to adjust the course according to the actual situation, the choice is fixed, students cannot choose according to their interests. For



example, the first year is fixed teaching content, and all students are taught in the same way. In the second year, there are optional courses, and students choose, but there are only 4 classes for badminton, a total of 120 seats, and there are 400 students who want to choose badminton, and 280 students have to give up. This reflects the side that the school site is not comprehensive, the number of insufficient has become one of the main factors for students to be dissatisfied with the course content and class arrangement. A class has to be divided into several groups to practice in turn, the serious shortage of space, cannot guarantee the quality of the class, let alone receive good teaching effect. In the physical education class, many students are not interested in the course content and are not serious, and they only complete the task to practice, which cannot achieve the effect of real exercise. Therefore, the role of improving physical fitness is not significant, resulting in students' dissatisfaction with the quality improvement effect of physical education classes. In addition, if I want to exercise in my spare time, the badminton court, basketball court, and tennis court are all full. Therefore, schools should fully understand students' sports needs and develop personalized teaching plans to meet students' classes and daily exercise.

Recommendations

1. The setting of teaching content should keep pace with The Times, adapt to the needs of students' fitness in the modern trend society, take "health first" as the guiding goal, take students as the foundation, and reduce outdated and repeated teaching content. Emphasis should be placed on improving students' physical quality, cultivating communication skills, and forming good physical exercise habits, and the courses that are easy to form life-long physical education should be built as key projects. The teaching material system should consider strengthening the entertainment of sports from the perspective of mass fitness, unifying practice, and theory, improving the vitality of sports classrooms, active classroom atmosphere, and melting classroom teaching into daily physical exercise.

2. The reform of physical education is to meet the needs of the main body of students and promote the all-round development of students in physical education. Therefore, the college should pay attention to the continuing education of PE teachers, and provide more opportunities for PE teachers to go out for further study and learn new knowledge, PE teachers should constantly learn to improve their professional ability and quality. Only by solid teaching basic skills can we better improve teaching methods and teaching levels.

3. To better carry out physical education activities and meet the needs of more and more students' extracurricular sports, schools should increase efforts to invest in the construction of venues and equipment, improve teaching facilities, enrich the content of physical activities in the second classroom, and lay a good foundation for students' lifelong sports.

References

- Cai, Y.B., & Huang, L.Q. (2021). Investigation and Analysis of students' satisfaction with public Physical Education at Guilin University of Aerospace Industry [J]. *Journal of Guilin Institute of Aerospace Industry*, 26(4), 510-516.
- Hu, S.H. (2011). Survey on the Satisfaction of Physical Education Curriculum in Ordinary Colleges and Universities. *Journal of Shenyang Education Institute*, 13(2), 88-94.
- Huang, X.L. (2022). *Research on public Physical education in Beijing universities under the background of "Healthy China"*. Doctoral Dissertation: Capital institute of physical education, 2022. DOI: 10.27340/d.cnki.Gstxy.2022.000109.
- Ji, CH. (2022). *Research on the Optimization Strategy of Physical Education Teaching Environment*





- in Xi'an Universities. Doctoral Dissertation: Xi'an university of technology, 2022. DOI: 10.27391/,cnki.Gxagu.2022.000241.
- Jiang, D.Q. (2020). Research on the satisfaction of art Specialty Curriculum in Physical Education colleges. *Contemporary sports science and technology*, 10 (1), 90-91. The DOI: 10.16655/j.carol carroll nki.2095-2813.2020.01.090.
- Li, Y., & Xu, X.Q.F. (2018). Research on the satisfaction of college students in Physical Education class in Hubei Province. *Hubei Sports Science and Technology*, 37(6), 544-547.
- Liang, L.Y. (2017). Investigation and Analysis of higher vocational students' satisfaction with Physical Education Class. *Guangxi Education*, 43, 21-22.
- Qiu, F.Y., Liu, B., & Yin H.G. (2015). Study on Learning Satisfaction of University Physical Education Based on Structural Equation Model. *Nanjing Physical Education Journal of Chinese Academy of Sciences (Natural Science)*, 2015(1), 98-102.
- Wang, L.H., Wang, J.J., Zhang, D.X. (2010). Study on the formation and Influencing factors of physical education students' satisfaction in ordinary colleges and universities. *North China Journal of Beijing Sport University*, 2010(12), 101-103.
- Xiong, H.J., & Ma, D.L. (2013). Multi-group analysis of influencing factors of undergraduate teaching satisfaction. *Education Science*, 2013(05), 24-32.
- Xu, B. (2015). Investigation and Research on College Students' Satisfaction with Physical Education Class -- Take Ningxia Vocational and Technical College of Industry and Commerce as an example. *Contemporary Sports Science and Technology*, 28, 129-130.
- Xu, X.Q.F. (2019). *Study on the evaluation of Physical Education students' satisfaction in Hubei Province*. Doctoral Dissertation: Wuhan University of Technology.
- Yu, X.H., & Song, D.X. (2017). An Empirical Analysis of Female students' satisfaction with Physical Education Courses at Beijing University of Technology. *Journal of Sports Equipment and Technology*, 2017(4), 130-131.
- Zhang, Y.H., Shen R.L., & Sun Y.W. (2023). Empirical analysis based on the satisfaction survey of curriculum ideological and political construction in a medical university. *University*, 4, 6-9.
- Zhou, X.H. (2012). Research on the evaluation system of students' satisfaction in university indoor sports places. *Sports Culture Guide Journal*, 6, 105-108.

